

## NEW PUBLICATIONS.

MAINE'S EARLY LAW.  
DISSERTATIONS ON EARLY LAW AND CUSTOM:  
Chiefly Selected from Lectures delivered at Oxford.  
By HENRY SUMNER MAINE. Henry Holt & Co.

These "dissertations" resemble in tone and purpose previous works of the author: "The Ancient Law," "Early History of Institutions," and "Village Communities." They do not form a connected, systematic book, but are better regarded as distinct essays, the chief topics being "The Sacred Laws of the Hindus"; "Ancestor-worship and Inheritance"; "The King in His Relation to Early Civilization"; "Theories of Primitive Society"; "House Communities of Eastern Europe"; "Decay of Feudal Property."

They are not theoretic—speculative—but each pursues the line of practical inquiry: What does history reveal of the actual growth of this or the other idea in primitive human society? The author seems habitually to ask, with fair degree of impartiality: What are the trustworthy facts of the growth of laws and customs?—and to put forth only such explanations of the fruits as he can deduce from an origin in the root. The liberal and industrious student of jurisprudence or statesmanship will find much valuable information and some interesting suggestions in these papers.

## BOOKS OF THE WEEK.

AMONG THE LAKES. By William O. Stoddard. 12mo, pp. 321. (Charles Scribner's Sons.)

DISARMED. A Novel. By Miss Betham-Edwards. (Harper's Franklin Square Library.)

DERWENT COLEBRIDGE. By Augustus M. Swift. 12mo, pp. 58. (paper.) (Charles E.有过 & Co.) \$1.00. POLITICAL ECONOMY. By Arthur J. Perry, LL. D. 8vo, pp. 608. (Charles Scribner's Sons.)

BOSTON: Houghton, Mifflin & Co.)

THE PRINCIPLE AND PRACTICE OF BOOK-KEEPING. By C. Y. Hutchinson and Walter S. Parker. Small 4to, pp. 260. (Boston: Houghton, Mifflin & Co.)

PHOTOGRAPHY. By ERIC LONGLEY. 16mo, pp. 248. (Chapman & Hall & Co.)

ARTIFICIAL INCUBATION AND INCUBATORS. By A. M. HALSTEAD. 8vo, pp. 136. (Brock, N. Y.: The Arthur.)

THE LADY OF THE LAST MINSTREL. MARMION. THE LADY OF SHE LACE. By Sir Walter Scott. 16mo, pp. 403. (Boston: Roberts Brothers.)

## SPELLING REFORMS AND REFORMERS

LETTER FROM PROFESSOR C. P. G. SCOTT, TREASURER OF THE AMERICAN ASSOCIATION.

To the Editor of The Tribune.

SIR: In a letter recently printed in your columns Mr. S. N. Walker, of Bloomsburg, Penn., remarks "The Phonetic Teacher for June, 1883, vol. No. 2 (ics before me)," proceeds immediately to do almost the same thing before the readers of THE TRIBUNE. I say "almost," for although his misrepresentations of the Spelling Reform and Spelling Reforms are many and gross, they are plainly too clumsy, not to say too ludicrous, to be intentional. They arise, it is clear, from the "blundering" and "ignorance" which Mr. Walker claims to have found among "the reformers" and has evidently appropriated to his own use.

Without wasting your readers' time, and my own, in correcting Mr. Walker's consecutive "blunders" (he laboriously numbers them up to No. 12)—we might have gone on to No. 40 without exhausting his capacity in that line—permit me to point out a single error which is worth correcting, because it is shared by many persons who know more about language and phonetics than is contained in Mr. Walker's somewhat antiquated treatise. Worcester's preface. Mr. Walker speaks of "the reformers" as if they composed a definite, organized body, bound by terrible oaths, each member being responsible for the actions and opinions of every other member, and under obligations not to utter a syllable concerning the reform without first getting all the other members and Mr. Walker to "agree." If any one says anything to which any one else does not "agree," the reformers as a class are charged with "diversity," "inconsistency," and "quarrelling," and are informed that they will not be listened to unless they present "at once" a "complete system" to which they shall have unanimously agreed, and which shall also, to make things pleasant all around, be satisfactory to Mr. Walker and other non-reformers.

Now, the fact is that the movement for a reform in English spelling, like every other movement for a reform of old abuses which have become an orthodox part of the life and thought of a whole people, is too large and too uniform to be the property of any definite body of "reformers." Every one who knows an abuse when he sees it, will, if he has the spirit of the nineteenth century in him, seek to remedy the abuse; and his opinions and actions will vary according to his knowledge, his nature and his point of view. "Every reform," therefore, numbers among its advocates many kinds of "reformers." Just as there are various kinds of Civil-Service reformers who all advocate Civil-SERVICE reform; various kinds of tariff reformers who all advocate tariff reform; various kinds of anti-monopolists who all advocate anti-monopoly; so there are various kinds of spelling reformers who all advocate spelling reform. And the spelling reformers "agree" just as much as other reformers. Did we reject Civil-SERVICE reform because all Civil-SERVICE reformers did not "agree" in all details? Is tariff reform to be condemned merely because its advocates do not present "at once" a "complete system" of reform, unanimously agreed to down to dots and commas? Is monopoly a good thing because anti-monopolists are not all Hamiltonians in statesmanship. Howards in philanthropy and "Metos" in unanimity? So long as these other reforms exist, they will be the most effective.

CHARLIER INSTITUTE. Established 1853. On Park Avenue, W. A. FLINT, Principal.

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young and something of the judicial coolness of age; he must know both how to inspire wholesomeness and how to moderate unhealthy enthusiasm. He must have a fund of knowledge in him ample enough to withstand the attacks of any who desire to expose him, as few other callers have to cope with. He must work mainly on an unwilling or even refractory material still. Even his successes must be largely temporary, and his failures total. The only eminent example of such an ideal teacher in England, and the track of Arnold is still luminous in a long train of eminent men since his pupil, and leading him who had added new lustre to the already brilliant. Without their help no genius in the teacher can avail. The usefulness and the reputation of the school is great much in itself, keeping up the interest of the parents great calling have to cope with. He must work mainly on an unwilling or even refractory material still. Even his successes must be largely temporary, and his failures total. The only eminent example of such an ideal teacher in England, and the track of Arnold is still luminous in a long train of eminent men since his pupil, and leading him who had added new lustre to the already brilliant.

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